

# The Manitoba School

A Magazine for Classroom Service

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## CONTENTS

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Editorial - - - - -	1
Silent Reading - - - - -	3
Composition and Language, Grade III -	8
Test Papers in Grades III and IV - -	19
Art, Grade V - - - - -	27
Geography, Grade VI - - - - -	29
Literature, Grade VIII - - - - -	34

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## EDITORIAL

### CHANGING THEORIES IN EDUCATION

The Greeks were the first to criticize and reconstruct the theories of education and the culture which they had received from tradition. They laid the foundation of the philosophy of the people of Western Europe.

Another change in the world followed the statement of the laws of the universe by Newton, Galileo, and others. With the resulting development in physics came the industrial revolution, and the machine age, which some suppose now to have reached its zenith.

The Darwinian theory of evolution stirred up the minds of the people to a more sincere consideration of religious and moral questions. Following this, we have had an age of skepticism and doubt in which, although the essentials of religious teaching stand, yet there has been in the minds of many a weakening of creeds, and a discarding of non-essentials.

In our own day we see the foundations of physical science beginning to crumble. With Einstein's relativity and the breakdown of the atom, the Newtonian conception of a universe controlled by fixed laws has come to be regarded as an exploded theory.

In education we are reacting to the newer physical science, the newer biology, and the newer ideas regarding human relations. It is true that in our schools we have still the traditional conception of a teacher's duty as being that of "teaching" a definite mass of material from certain courses and texts, and the duty of pupils is still regarded as being to "learn" whatever the authorities prescribe; but no thinking teacher takes either of these as the be-all and end-all of class-room activity. Moreover, the traditional subjects and their content are being questioned and challenged by leaders in educational thought everywhere.

What definite aims can be said to be established in our present-day education? One aim that should not be ig-

nored is the opportunity to enrich life. Here will be brought in to the student's life the best in literature, and history, (preferably self-selected by the pupils), and an acquaintance with beautiful forms in art, music, and nature. Another aim should be a study of mankind and the community en masse with the purpose of furthering principles of health, justice, and equal opportunity for all. A third should be to learn about life's problems and to face its realities. To this aim we should adjust the content of such subjects as Arithmetic, Geography, Language teaching, and Science.

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# **SILENT READING**

D. J. Dickie, Ph.D.

## **SILENT READING IN GRADES VII AND VIII**

### **Introduction**

When they enter Grade VII, normal boys and girls are approaching maturity in the fundamental habits of both oral and silent reading. These fundamental habits were inculcated by careful instruction and supervision in the primary grades; they have been fixed by wide reading in the intermediate grades; they are now, in the senior grades, to be refined and matured by conscious and deliberate practice. Pupils should enter the senior grades with the love and habit of reading strong upon them. They have had some practice in reading for assigned purposes; they are now to be trained to use this purposeful reading, independently, in the study of the different subjects of the school course, and the different problems of life.

### **Chief Purpose**

As the general purpose of the primary grades was to teach the children how to read, and that of the middle grades to get them to do a great deal of reading, so the teacher's general purpose in the senior grades is to teach the pupils to distinguish between good and poor reading matter of all kinds, and to develop the habit of reading the better class of material.

The pupils are now old enough to understand a simple explanation of the physical and mental processes of reading. Such an explanation should be given them. The teacher should explain also the value of reading in different ways, and the particular purposes of the different exercises assigned so that the pupils may make conscious efforts to progress in the right way. They should now be taught that the best way to study any subject is not by memorizing a single text book, but by reading attentively a great many books on the subject. In connection with this extensive reading, they should be taught to read, selecting the main points, making an outline, and to distinguish between main points and subordinate points, making a summary. Senior grade pupils should be trained also to adapt their method and speed of reading to the particular purpose they have in view, and the particular subject they are reading. The teacher should try to establish the habit of reading newspapers and magazines, and to improve the oral reading by teaching the pupils to read to the audience before them.

### **Time**

Senior grade pupils should spend four-fifths of their reading time in silent reading, and should read from three hundred to four hundred words per minute.

### **Procedure**

As the pupils have now a good deal of study reading to do and a degree of power to do it independently, most of their study reading should be free. The formal silent reading lesson in which, for a few minutes each day, the teacher gives the pupils brisk practice in one or other of the fundamental habits of reading, or of the different types of reading which the pupils have already learned. The free silent reading period should be extended in the senior grades to an hour and a half or two hours daily. If it is impossible to allow so much time in school, the period should be completed in the evening. A shorter period will scarcely enable the pupils to study their history, geography, nature and health topics by the extensive method.

### **Formal Silent Reading Lesson Method**

In the senior grades the formal silent reading lesson is, then, a drill lesson by which the pupils improves his skill in different kinds of reading. Like all drills, this lesson should be short, from ten to fifteen minutes. The lesson should, in general, follow the steps suggested in the article on silent reading. The introduction should be brief, the problem question specific, the time limit narrow, the test searching. The object is to force the pupils for ten or fifteen minutes to concentrate completely on the topic. Such lessons may be taken with all the grades from VII to X at the same time.

### **Example of Lesson in Reading to Draw Conclusions**

My young readers will be surprised to hear that when winter sets in at Quebec, all the animals required for winter's consumption are at once killed. If the groups are numerous, perhaps three or four hundred bullocks are slaughtered and hung up. Every family kill their cattle, their sheep, pigs, turkeys, fowls, &c., and all are put in the garrets, where the carcasses immediately freeze hard, and remain quite good and sweet during the six or seven months of severe winter which occur in that climate. When any portion of meat is to be cooked, it is gradually thawed in lukewarm water, and after that it is put to the fire. If put at once to the fire in its frozen state it spoils. There is another strange circumstance which occurs in these cold latitudes; a small fish, called the snow-fish, is caught during the winter by making holes in the thick ice, and these fish coming to the holes in thousands to breathe, are thrown out with hand-nets upon the ice, where they become in a few minutes frozen quite hard, so that, if you wish it, you may break them in half like a rotten stick. The cattle are fed upon these fish during the winter months. But it has been proved, which is very strange, that if after they have been frozen for twenty-four hours or more, you put these fish into water and gradually thaw them as you do the meat, they will recover and swim about again as well as ever.

The teacher gave the setting: The paragraph which we are to read today is taken from Captain Marriot's book, "The Settlers in Canada." It describes the conditions which an English family found in Quebec when they arrived there. It will probably amuse you somewhat. It contains about three hundred words. You should therefore read it in from forty-five to sixty second. You are to read it for interest and for practice in drawing conclusion. As you read keep in mind the questions on the blackboard.

1. Is the author a Canadian?
2. Has he lived much in Canada?
3. Is this a modern story?
4. Do you consider that the author gives a fair impression of Canada?
5. Should you expect the book to be interesting?
6. Should you expect it to be accurate in all details?

The pupils read the selection and noted their time scores. They answered the questions with a "yes" or "no" written on a slip of paper opposite the number of the blackboard question. When all had recorded their opinions, the questions were discussed orally, each pupil offering evidence in support of his opinion.

Obviously it is not difficult to prepare questions of this kind which the pupils can answer on any one of twenty or thirty different paragraphs distributed to the class. In choosing, the teacher needs only to see that the different paragraphs are roughly equal in length, interest and difficulty. The pupils should keep a term record of their scores for time of reading and for number of questions correctly answered during the whole term.

### **New Types of Study in Senior Grades and Selecting Main Head**

Reading to select the main idea is the new type of study which it is recommended should be specially stressed in Grade VII. On entering the grade the pupils should be given informal tests on the types of study reading they have been practicing in the intermediate grades. A month's practice to improve speed and skill in the old types may well precede the introduction of the new. Reading to select the main idea should begin with paragraph practice. The lesson should be a short one. The problem is to find the main idea. The pupil should read the paragraph twice, first to grasp the general significance and select the main idea, the second time to compare the other ideas with the main one and verify his choice. When the class has had some practice in reading paragraphs in this way they should go on to longer passages and chapters of books. A list of the main ideas of the paragraphs in a chapter or book is

called an outline. Grade VII should practice making outlines of the chapters of their authorized texts.

The new type of study reading recommended for Grade VII is reading to distinguish between principal and subordinate ideas. As this is one of the most important kinds of mental skill which the individual can acquire, since it bears directly upon success and happiness in life, it is particularly important that Grade VII pupils should be well drilled in it. It is a short step beyond the selection of the principal idea, requiring the reader to associate and compare the principal and subordinate ideas more specifically and to hold both in memory. It is well to begin this type also with paragraph practice. The pupil should read three times, once for general significance and to select the principal ideas, a second time to note subordinate ideas, a third to fix both groups in mind in their proper relation to one another. When the principal and subordinate ideas are written down they form a summary.. Grade VII pupils should have a good deal of training in writing summaries as well as in doing oral ones.

### **Materials**

The study reading material in the basic reader should provide passages suitable for drill lessons in a variety of reading skills. When these have been exhausted the teacher should have the pupils practice on suitable passages from the texts in geography, arithmetic, nature, &c. Later, informational material from any available source. If the teacher will make it a habit to take clippings from the daily papers, weekly and monthly periodicals, and mount these on stiff brown paper, a stock is soon secured. The pupils can do the same thing. These passages should be grouped according to topic: transportation, climate, sport, travel, food, health, agriculture, religion, &c. When the teacher wishes to give practice in reading for general significance, he selects a number of passages from one of the groups, gives a general introduction, places on the blackboard a problem question which can be answered upon any one of the paragraphs, and sets the pupils reading. The discussion should gather the material submitted by the pupils together, and conclude with a fact stated, a conclusion drawn, or an opinion formed.

### **Training**

Exercises for improving comprehension. (See remedial exercises for primary and senior grades.)

Exercises to improve speed. (See remedial work.)

Exercises in reading each of the four required speeds: normal, rapid, skimming, careful.

Reading: to gather general significance; to answer

general questions; to find out particular facts; to answer a particular question; to follow precise directions; to predict outcome of events; to draw conclusions; to form an opinion; to select the principal idea; to distinguish between principal and subordinate ideas; to find out the author's purpose; to locate particular passages; to understand a problem to be solved in arithmetic. Three readings are required here—a first careful reading to gather the conditions, a second thoughtful reading to note the details and recall the mathematical processes involved, a third reading to fix all the points in mind.

Exercises in applying the two or three readings method to assignments in science, history, etc.

### Free Reading Method

With senior grade students the free reading should be conducted extensively, in the manner suggested for the good readers of Grade II. Setting aside the paragraphs or passages in each of the authorized texts which he intends to use for drill lessons, the teacher should prepare test exercises on the remaining sections or chapters. When the pupil has read the chapter, he takes the test on it, has it marked, records his mark and checks the chapter as read against his name on the score sheet prepared for the term or year. Such reading is preparatory and supplementary to the discussion lessons held in the geography, history, nature or health periods.

Names	Chapters of History Text					Chapters of Health Text					Chapters of Geography Text				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
John Doe .....															
Mary Smith .....															
Ann Brown .....															
James Jones .....															
Henry Dunn .....															

### CONDITIONED STUDENTS IN HIGH SCHOOL SUBJECTS

Students who have failed to obtain the necessary marks to obtain credits in certain of their subjects on the last Departmental Examinations may obtain the necessary review before trying again by means of our Correspondence Courses, or by following the outlines of study contained in our manuals.

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# COMPOSITION AND LANGUAGE

A. J. Watson, B.A.

GRADE III

LESSON CLXXI

## STORY FOR REPRODUCTION

### Queen Anne's Doll

Many years ago, Wooden Doll sat very stiffly on the edge of a chair in the royal drawing-room—waiting.

"Oh, my" she whispered, smoothing her long, silk skirts, "Whatever shall I say? I never dreamt of belonging to royalty!"

When the little Princess Anne appeared, however, she exclaimed, "Oh, you darling!" and then Wooden Doll smiled.

"Why," she thought, "she's just as nice as an everyday mother!"

Even about the year 1670 it was not a small thing to be the best beloved doll child of an English princess. But that did not make Wooden Doll a bit proud, and she was always ready to bow graciously to other dolls when she was taken out.

Years rolled by, such happy years, when Wooden Doll shared her royal mother's secrets—and never told one of them. She stayed just the same, except that her clothes wore out from time to time. But the little Princess Anne became bigger and bigger, till at last she was quite grown up.

On that day, Wooden Doll told herself sadly, "I expect she won't want me any more now."

Nothing of the sort! Princess Anne loved her right to the day when word came that she was now Queen Anne.

"Gracious, I never thought that would happen!" Wooden Doll was surprised!

Now she was a more important wooden person than ever, and was allowed to listen while clever, serious men talked about all sorts of things with the Queen. Even the great Duke of Marlborough must have shaken hands with Wooden Doll, and that is something that the most special doll child of today cannot claim.

It was probably during the royal spring cleaning that Wooden Doll was moved one day, and when Queen Anne asked for her she was nowhere to be found.

"Bother, that will upset the royal household," thought

Wooden Doll. "If I could push this drawer open they'd soon see me."

As it was, the royal household had to stay upset, and she was in that drawer till it was no longer Queen Anne who reigned in England, but George I.

When she was shown to him the King never dreamed that she knew such tremendous secrets. "Quaint, most quaint," he said. "I think we'll send her to live in the country."

So Wooden Doll soon found herself in a large Kent house with a lovely garden.

"There!" She snuggled into the window seat with a joyous sigh, and told the tall tree waving outside, "I haven't been so happy since I belonged to the little Princess Anne!"

Here she stayed for a long time, till there was another queen ruling by herself over England.

"I wonder if she'll need me?" thought Wooden Doll, remembering what a great help she had been to Queen Anne.

But nobody told Queen Victoria about her, and possibly if they had done she would have smiled and said, "Oh, please thank her very much for thinking of it, but I have my own precious darlings."

So more and more years slipped past.

Then suddenly, just a few years ago, Wooden Doll woke up one morning and said, "I would like, for a change, to see how the great outside world is getting on!"

When he heard of that, the kind old gentleman to whom she now belonged, said that he would send her to London. So in a few days she was packed up carefully and carried off to an Exhibition of Period Models.

"You quaint little dear!" cried the world of today, and Wooden Doll nodded her head, and rustled her wide skirts. "Thank you," she answered, "I'm glad you like me."

It was a very happy time, but as everything was so strange she was really glad when the exhibition closed, and she was sent back to her country house.

"Now," she thought joyfully, "I can dream and dream once more of the days of long ago, when I was the favorite doll child of the little Princess Anne."

Which is exactly what she is doing at this very second.

### **Oral discussion:**

To whom did Wooden Doll belong?

How many years ago was this?

What happened when the princess became a queen?

Whom did Wooden Doll meet from time to time and how did she act?

What happened during the royal spring housecleaning?

How long was she lost?

After she was found where was she sent?

How long did she stay in the house in Kent?  
Why did Queen Victoria not have her for a playmate?  
How did Wooden Doll happen to be sent to London?  
What is meant by "an Exhibition of period models"?  
Where is Wooden Doll now?

**Seatwork:**

Write a short story telling three or four interesting things about Wooden Doll. Tell whom she belonged to, where she lived and some of the chief things that happened to her.

**LESSON CLXXII****REVIEW EXERCISE**

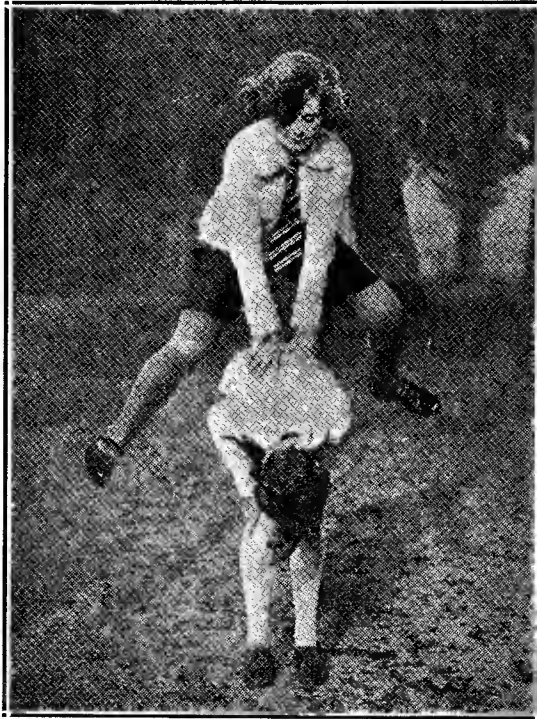
Write the plurals for these words:—

lady, country, story, fly, fairy, deer, leaf, calf, wife, life, wolf, pair, box, potato, peach, church, brush, scissors, shoe, chick, father, paper, comb, sheep.

**LESSON CLXXIII****REVIEW EXERCISE**

Write the opposites for:—

narrow, hot, junior, child, giant, true, arrive, rude, white, slow, boy, king, gander, ram, drake, duke, aunt, mother, horse, prince.



**LESSON CLXXIV**  
**PICTURE STUDY**

**Leap Frog**

**Oral discussion:**

This is a game which any number can play. One good plan is to line up as many rows as possible with at least six in each row, placed one about ten feet ahead of the other. Then the one at the end leaps over each one in front, and then takes his place at the front end of the line. This continues until everyone has had his turn. The row that can accomplish this first wins the game. A referee is needed to see that no player starts before the one ahead of him has finished. Try this at recess or noon hour.

**Seatwork:**

Write a letter to your friend telling how leapfrog is played at your school. Tell him the rules of the game and why it is both good exercise and good fun. Tell about the trouble one fat boy had.

**LESSON CLXXV**  
**STORY FOR REPRODUCTION**

**The Three Little Bears Make a Garden**

The three little bears—Johnny, Timmy, and Teddy—jumped out of bed and dashed into their clothes. They were in a hurry because they never knew what exciting things might happen before night. Something always did. Johnny put on his blue overalls and forgot to button his red shirt, Timmy put on his blue overalls and forgot to fasten one strap. Teddy put on his blue overalls and forgot to turn his yellow shirt right side out.

Teddy put the little white beds airing. Johnny built the kitchen fire. Timmy set the table. It was a gay little table with a yellow cloth and a blue bowl of May flowers. The three little bears lived in a sunshiny clearing of the big woods. Their house was gray with red blinds and a red porch railing. At the front was a pretty bit of lawn and out back was a neat square plot just right for something, but they had not yet decided what.

For breakfast the little bears had blueberries with sugar and cream, toast and big pink mugs of milk to drink. After they had eaten, Johnny washed the dishes. Teddy swept the floor and Timmy went upstairs to make the beds. They hurried with their work to be through by the time the mail man arrived. The coming of the mail was often the biggest event of their day, although their days were always eventful.

Suddenly Timmy came somersaulting down the stairs

and ran out the front door. Before Johnny and Terry reached the steps he was back waving a big thick envelope.

"What is it?" cried Johnny and grabbed for it.

"What can it be?" said Teddy and grabbed for it, too.

"Be more polite," Timmy replied, "and we'll all look at it." So they were and they did.

It was a seed catalogue. A catalogue full of colored pictures of beautiful flowers and vegetables that made the three little bears very hungry, although they had just had their breakfast.

"I have a big idea," said Johnny.

"Let's hear it," said Timmy and Teddy together, just like that.

"Let's make a garden," said Johnny.

"Very good," Timmy agreed.

"In our back yard!" cried Terry, delighted at the thought.

"Yes," said Johnny, "and let's think up the very best ideas we can and tonight we'll talk it over."

Teddy and Timmy agreed again. The three little bears turned three little somersaults, and then it was time to get dinner. Timmy made a huckleberry pie and thought very hard. Johnny prepared the vegetables and thought very hard. Teddy set the table and filled the water pitcher. He, too, thought very hard.

All afternoon they thought. They consulted the new catalogue. They scribbled on paper and drew diagrams. At last the supper dishes were done and they were out on their little porch listening to the frog chorus.

Said Johnny, "My idea for the garden is to plant a Chinese lantern to give us red pods for winter bouquets." He opened the catalogue and showed them a picture of this flower.

Teddy and Timmy agreed that it would be very wise.

Said Timmy, "I suggest we plant forget-me-nots for flowers to give away." Teddy and Johnny agreed that this was also very wise.

Said Teddy: "Let's plant a surprise corner." Each one of us will decide on two kinds of flower seed and we will plant them and not say a word and no one will know what the others have planted until the seeds come up."

"That is the best idea of all!" shouted Johnny and Timmy together, just like that.

Then the three little bears turned three little somersaults and it was time to go to bed.

"Now," said Johnny, "it's all very well to plan a garden. The next thing is to sleep very hard so we can plant it tomorrow."

Which all agreed was very sensible and so they did.

**Oral discussion:**

What were the bears' names?  
Why were they in such a hurry?  
What did each one forget?  
Tell about the breakfast table and the little house they lived in.  
What did they have for breakfast?  
What came in the mail that morning?  
How did they decide to spend that day?  
What plans did they think out for a garden?  
What did they finally decide upon?  
Why did they not really plant the garden that day?

**Seatwork:**

Write four or five sentences telling about the house the three little bears lived in, about their breakfast, about their dinner, and about the plans they thought out for planting a garden.

**LESSON CLXXVI****REVIEW EXERCISE**

Write sentences using each pair of words in the same sentence:

here, hear; wood, would; ant, aunt; a, an; pitcher, picture; weigh, way; son, sun; rode, road; where, we're; ever, every.

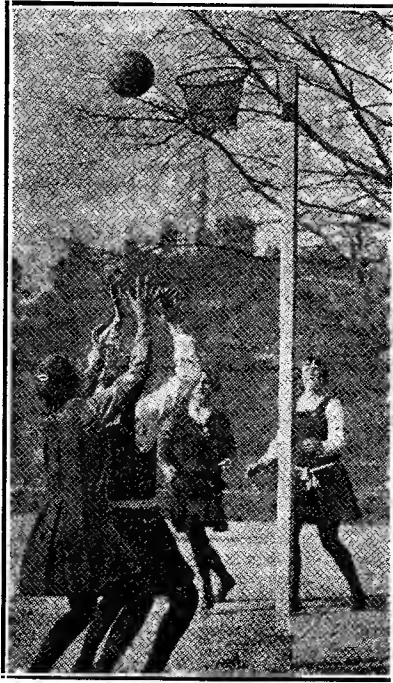
**LESSON CLXXVII****REVIEW EXERCISE**

Put in the correct word:

1. gone, went: I — to sleep after the children had — home.
2. saw, seen: Mary — the circus after we had — it.
3. did, done: The children — their work well.
4. broke, broken: When the boys — the cups I — a saucer.
5. was, were: I — at school when the men — there.
6. give, gave: We — the books away.
7. may, can: Please — John and I read the story.
8. is, are: There — no pencils here.

**LESSON CLXXVIII****PICTURE STUDY****Oral discussion:**

This is a game of outdoor basketball.  
How many are required on each side?  
What are some of the rules?



How far is it between the baskets and how high are these baskets placed?

How are the rules for girls different from those for boys?

Where else may basketball be played?

Why is it better to play this game inside?

Give three reasons if you can.

**Seatwork:**

Tell about a basketball game in which you played. Tell who were on each side, who was the referee, what fouls you made, and how you had to pay for them. Tell who made the most "baskets" and which side won the game.

**LESSON CLXXIX**

**STORY FOR REPRODUCTION**

**Mrs. Elspeth Eagle Gives a Flying Lesson**

Mrs. Eagle settled herself closer to the edge of her nest, and ruffling her feathers a little she let out a long, piercing shriek.

From far down the valley there came an answering wail, thin at first, then rising in a shrill call. Mrs. Eagle nodded comfortably at two fat little eaglets behind her and remarked, "Here comes Father at last."

She shaded her eyes with one wing the better to watch,

for the sunset had changed the crags before her to a fiery red, and she blinked a little.

Jerry and Perry eaglet stirred uneasily. "I suppose," said Jerry in a small squeak, "Father will want to know if we've learned to fly yet."

"Yes," piped Perry nervously, "and if we've managed that loop-the-loop," and they nestled closer together for comfort.

"Well, well," began Mrs. Eagle, but just then a black shadow fell over their lofty ledge, and after circling twice in the air, Father Eagle swooped down among his family.

"Sorry I'm late, my dear," he squeaked, "but I met our cousin, and he tells me that all his family have their flying licenses and that little Robert is learning the new glide."

"Very fine indeed," murmured Mrs. Eagle, and she gave Father a welcoming peck.

Then Father turned to his own eaglets. "And how far have you flown today?" he inquired.

Jerry gave Perry a nervous little poke and whispered that it was his turn to answer first. Perry, however, merely opened his beak several times, but no sound came. Father Eagle's brow darkened and he turned to his wife.

"Come, my dear," he snapped, "this will never do. Why, I learned in one day, and our home was built on a far higher crag than this."

"Yes, yes," said Mrs. Eagle soothingly, "but Jerry is rather little you know, and Perry very nearly managed it," she added proudly.

"Very nearly fiddlesticks," said Father angrily. "Pshaw! they must both fly by tomorrow or I shall be forced to knock the nest from under them, which is really far the best method I think, and one by which both my young sisters learned."

"Well, just give them one more chance," pleaded Mrs. Eagle softly, "I'm sure that tomorrow they will be wiser."

The next morning while Father Eagle was away over the neighboring crags, Mrs. Eagle gave Jerry and Perry their last flying lesson. She perched on the edge of the nest and sprang into the air, circling a few yards and then coming back again.

"I didn't quite see how you managed that little kick off," said Jerry brightly, hoping to gain time, while Perry merely gazed dizzily at the distance below and shivered. Patiently Mrs. Eagle showed them once more, and this time she flew back and settled behind them both, ready to give a tiny push if it were necessary.

"Look up, look up, my dears!" she instructed, "you will never learn to fly if you look down."

"It's so awkward looking up—" began Jerry, but he stopped short, with his beak open, for with a last desperate squeak Perry had jumped.

His little wings fluttered and fluttered, and suddenly gaining confidence he made a swift swoop, and regained the ledge, panting excitedly. Mrs. Eagle flapped her wings approvingly and looked tremendously pleased.

"Go on Jerry!" shrieked Perry, "it's a beautiful feeling."

Thus encouraged Jerry also gave a little jump, and when Father Eagle flew back with the midday meal, two excited young eaglets flew proudly to meet him, while Mrs. Eagle hovered below ready to carry them on her wings if necessary.

#### **Oral discussion:**

Where do eagles build their nests?  
 Why do they want them so high?  
 Of what do they build them?  
 Why were these young eagles uneasy?  
 What news did Mr. Eagle have from his cousin?  
 How did he feel about his own children?  
 How were Mr. Eagle's sisters forced to learn?  
 What did Mr. Eagle threaten to do?  
 Tell how it happened that he did not have to tear the nest down.

#### **Seatwork:**

Tell about the Eagle's nest. Tell where it is, how high, and of what it is made. Tell how the young eagles learn to fly and why they sometimes have to be pushed off the nest. Tell what would happen if a young eagle were really to fall the first time it tried to fly.

### **LESSON CLXXX**

#### **REVIEW EXERCISE**

Write abbreviations for:—

Mistress, Mister, Doctor, Company, Limited, inches, foot, yard, hour, week, years, month, dozen, ounce, pounds, pint, quarts, gallon.

All the days of the week.

All the months of the year.

### **LESSON CLXXXI**

#### **REVIEW EXERCISE**

Put in the correct word:—

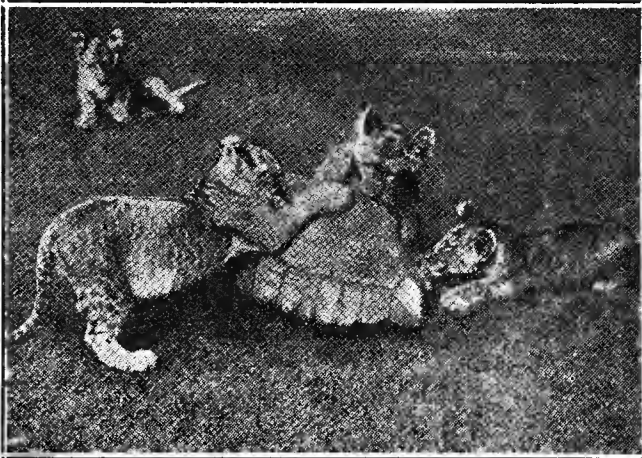
1. eight, ate: — boys — the apples.
2. pale, pail: The — girl is too — to carry the — pink —.
3. hole, whole: The — family of rats ran into the —.
4. threw, through: The girl — the ball — the window.

5. pear, pair: A — of robins flew into the — tree.
6. there, their: — is no dog at — house.
7. to, too, two: — many children like — come here  
— see the — pictures.
8. no, know: — I — there are — apples in that  
box. —
9. of, off: Two — the boys fell — the roof — the  
barn.
10. right, write: Please — this letter with you —  
hand.

## LESSON CLXXXII

## PICTURE STUDY

## Lion Cubs at Play

**Oral discussion:**

These are young lion cubs. How old do you think they are?

How many are there?

What have they got and what are they trying to do with it?

Why do young lions and young pups like to tear things apart?

Why do you think one cub has not joined the rest?

Since the cubs have a cushion where do you think they are?

What use will be made of them when they grow up?

**Seatwork:**

Tell about the mischief your pup gets in at home. Tell about him tearing clothes, carrying off old shoes, burying bones in flower beds and anything else that give people a lot of trouble.

**GRADE III COMPOSITION****June, 1930**

- 5 1. (a) Write the abbreviations for these words: Mistress, Doctor, Thursday, quart, pound.
- 5 (b) Write the words for these abbreviations: ins., Oct., pt., yd., doz.
- 6 2. Write the opposite for: rude, pretty, kind, narrow, sharp, bright.
3. Write sentences using each pair of words in the same sentence:
- 5+4 (a) too, to, (b) their, there, (c) threw, through, (d) write, right, (e) knew, new.
4. Fill in the spaces with one of the words found at the end of each sentence:
- 6+2 1. She has — the cup. (broken, broke)  
 2. He gave each of — girls a doll. (those, them)  
 3. The roof — the house is red. (of, off)  
 4. There is — hour left. (an, a)  
 5. Have you — your work? (did, done)  
 6. I — her often. (seen, saw)
5. Rewrite putting in capitals, periods or questions marks:
- 23 last december mary went to calgary to spend the christmas holidays while there she visited with her aunt betty and uncle fred mary's aunt took her inside the hudson's bay store there they saw santa clause don't you wish you have been there too
- 16 6. Write a letter to a friend inviting him or her to a picnic you are having at the lake. Tell when, how long the picnic will be, and what you intend doing at it.
- 14 7. Write a story of at least four or five sentences in length about **one** of the following:  
 My Pet.  
 Recess Time.  
 Santa Claus.  
 Three Lemon Pies.

**GRADE III LITERATURE****June, 1930**

1. If the teacher is satisfied that each pupil is able to quote the following 15 marks may be given.
- 16 Japanese Lullaby.  
 April Rain.  
 The Rockaby Lady.  
 1st Stanza of the Night Wind.
2. Tell why each of these people are famous:
- 5+3 Florence Nightingale.  
 James Watt.  
 Robin Hood.  
 Raphael.  
 Lord Nelson.
- 10 3. Tell the story of "An Eastern Legend" in your own words.
4. From what lesson is each of the following taken?
- 6+3 (a) All service ranks the same with God,  
 There is no last nor first.  
 (b) He thought not of the deed he did,  
 But hoped that some might drink.

- (c) In the Spring when birds are calling  
And the crystal rain is falling,  
All the world is cool and new!
- (d) Then hush thee my darling, take rest while you may,  
For strife comes with manhood and waking with day.
- (e) God's in His Heaven,  
All's right with the world.
- (f) Make us merry music,  
Sing, you lazy fellow, sing.
5. **A Dog of Flanders.**
- 8 (a) Why was Petrasche unhappy with his first master?
- 6 (b) Who were kind to Petrasche?
- 8 (c) How were they kind?
- 8 (d) How did Petrasche show he was grateful for kind treatment?
6. What do these lessons teach us?
- 4+3 The Golden Touch.  
Little Things.  
Pippa.  
The Pied Piper of Hamelin.

## TEST PAPERS IN GRADES III AND IV

The following tests papers are selected from those used in certain City Schools and are reproduced here for the convenience of teachers.

### LANGUAGE—GRADE III

- 25 1. Your Daddy is away. Write a letter of at least three interesting sentences to him telling about "Mr. What and Mr. Why" or some other story that you have enjoyed this year.
- 20 2. Write an interesting story of at least three sentences telling about **one** of the following:  
A Picture I have studied.  
A Proverb I Have Learned.  
How to Play "The Beggar."  
The Best Holiday I Have Ever Had.  
The Scarecrow.  
The Wild Rose.  
St. Valentine.
- 4 3. Fill in each space with a word that fits:  
(a) ..... was drinking a glass of milk.  
(b) ..... were playing out of doors.  
(c) ..... were walking straight across the street.  
(d) ..... was helping an old lady.
- 2 4. Use **may**, or **can**:  
You ..... recite the poem now, if you think you ..... say it correctly.
- 2 5. Use **broke** or **broken**:  
Mary ..... her new doll, but I have not ..... mine.
- 10 6. Write short forms or abbreviations for: January, Mistress, yard, foot, Monday, Doctor, ounce, pound, quart, Captain.

- 13 7. Put in Capitals and Punctuation Marks:  
 (a) **king bruce learned a lesson** from the spider  
 (b) **shall we go to borden park on sunday**  
 (c) merry merry christmas  
     fill each heart with joy!  
     merry merry christmas  
     to each girl and boy.
- 7 8. Write the opposite of: kind, right, careful, north, happy, long, good.
- 5 9. Combine into one sentence without using "and":  
 The Rock-a-by Lady brings dreams.  
 They are tiny dreams.  
 She brings them to boys and girls.
- 4+3 10. How should you behave:  
 (a) On the street-car?  
 (b) At the table?  
 (c) When mother has a headache?  
 (d) On the playground?

100

### ARITHMETIC—GRADE III

Note on Marking—Adhere strictly to the values assigned. For each part of questions 13, 14, 15, 16, 17 and 18 give no marks unless the answer is absolutely correct. To secure uniformity in marking the remaining questions, give 2 marks if only one error, and no marks if two or more errors are made.

- 5 1. Multiply: 67908 by 6.  
 6 2. Add: 6748; 4937; 8947; 2699; 7548; 8274.  
 5 3. Divide: 95035 by 7.  
 5 4. From 601307 take 79375.  
 5 5. Find the sum of: 8; 499; 7608; 897; 78; 6784.  
 5 6.  $\$20 + \$7.85 + \$33.79 + 9c. + \$6 + \$18.37 =$   
 5 7.  $45879 \times 9 =$   
 5 8.  $38475 \div 9 =$   
 5 9. Take 47309 from 76006.  
 5 10. How many 6's are there in 39468?  
 5 11. Find the difference between 76485 and 312474.  
 5 12. Multiply: 64785 by 8.  
 13. In each of the following problems, would you add — Subtract — Multiply or Divide in order to get the right answer? (Do not work the problems—simply answer the question above.)  
 2 (a) A farmer, Mr. Stone, had 95 sheep in one flock and 157 in another. How many sheep did he have in the two flocks?  
 2 (b) One day Mr. Stone sold 7 sheep at \$18 each. How much did he get for them?  
 2 (c) Mr. Stone sold 3 pigs for \$27. How much did he get for each pig.  
 1 14. 8 pints = ? quarts.  
 1 3 weeks = ? days.  
 2  $\frac{1}{2}$  yard = ? inches.  
 1 3 dozen =  
 2  $\frac{1}{4}$  hour = ? minutes.

- 1      2 pounds = ? ounces.  
 1      3 days = ? hours.  
 6   15. Write in Roman Numerals: 68, 49, 94.  
 6   17. Write in words: XLII; XXXVI; LXXIX.  
 6   17. Write in figures: (To be dictated by the teacher)  
      Seventeen thousand twenty  
      Thirty dollars and five cents  
      Eight thousand six hundred eight  
 6   18.  $\frac{1}{8}$  of 64 =       $\frac{1}{3}$  of 24 =  
       $\frac{1}{7}$  of 42 =       $\frac{1}{5}$  of 35 =  
       $\frac{1}{6}$  of 48 =       $\frac{1}{9}$  of 72 =

100

### SPELLING—GRADE III

Note—Illegible or changed words shall be counted as misspelled words. A word stroked out but reattempted and appearing in sequence in the list will not be considered a changed word. Such a word appearing out of sequence in the list will be counted as a changed word. 85% is required for a pass on the entire paper. Credit percentage in whole numbers. If the total obtained has a decimal over the half, count the next whole number, e.g., 85.6 equals 86; 85.3 equals 85.

- 85   1. Dictate the following words clearly and slowly. Give the word in a sentence, if necessary, in order to interpret it to the child. For each word correctly spelled give marks according to the values assigned for each group.
- 1.3 dream, swing, hunter, gather, wise.
  - 1.4 match, pale, beside, corn, tenth.
  - 1.5 twice, won't, clock, shook, few.
  - 1.6 belong, tiny, power, south, poor.
  - 1.7 certain, comb, cause, nothing, teeth.
  - 1.8 mouse, truly, herself, built, drown.
  - 1.85 cradle, close, wagon, early, talk.
  - 1.9 quiet, brighten, daughter, use, thumb.
  - 1.95 teach, leaf, circle, cousin, does.
  - 2.0 thread, recess, voice, cried, wear.
- 15   2. Read each of the following sentences twice only. There is to be no repetition. To the first reading, the pupils will simply listen; on the second reading, the pupils will write. In the final reading, break the sentences at the points marked. For each word in heavy type spelled correctly, give marks according to the values assigned.
- 1.4+1.3 (a) Do you use a **ruler** / in **grade** three?
  - 1.6+1.5 (b) He took a **bite** of hard candy / and broke his **tooth**.
  - 1.7+1.8 (c) The boy's **pony** / was quite **lame**.
  - 1.85+1.95 (d) On **Saturday** the boys like to play / **baseball** until dark.
  - +1.9

100

### SILENT READING—GRADES III AND IV

SCORE: I. . . . ; II. . . . ; III. . . . ; IV. . . . ; Total . . . .

#### I.—Reading to Understand Precise Directions

- I   1. (a) Write your full name on the dotted line at the top of this page.  
 1   (b) Write your age in figures on the line in the upper left hand corner of this page.

- 1 (c) Write the name of your school on the dotted line at the bottom of this page.
- 1 (d) Write the number of your grade on the line in the upper right hand corner of this page.
- 2 2. In the space at the right of this question make seven dots, putting four of them in one row and the rest in a second row.
- 2 3. At the right of this question, you will find the letter "A". Draw a ring around the "A" and then draw a square around the ring. A
- 4 4. Here is a row of letters and figures. Draw a ring around the "6" and a square around the "m". Draw a line through the "8" and put a cross on the "a" at the right of the row. a c 6 f m 8 h a.

## II.—Reading for General Significance

- 3 1. One day a little Indian boy was out hunting with his bow and arrows. He found a young eagle with a broken wing. He took the bird home and mended the broken wing. After attending the bird carefully until the wing was well, he took it back to the rocks and set it free. The eagle rose on its strong wings and soon disappeared in the distance. Draw a line under the word in the following that describes the little Indian boy:  
(a) savage, (b) lazy, (c) cruel, (d) kind-hearted, (e) selfish.
- 3 2. Early one fine morning a hungry fox stole into a hen-house in search of his breakfast. Sitting on a high perch he saw a fat hen; but, try as he would, he was unable to reach her. He wanted her very much so he sat down to think. At last he thought of a very clever plan to make the hen come down from the perch. Draw a line under the words which tell what the fox wanted.  
(a) to get into the hen-house.  
(b) to talk to the hen.  
(c) to eat the hen.  
(d) to search for eggs.
- 3 3. A farmer was taking his wheat to the mill in sacks thrown across the back of his horse. On the way the horse stumbled, and one of the sacks fell to the ground. It was too heavy for the farmer to lift it back on the horse and he wondered what he should do. As he stood thinking, he saw a horseman riding towards him. Draw a line under the words that tell what the farmer was thinking about.  
(a) who the horseman was.  
(b) what made the horse stumble.  
(c) what caused the sack to fall.  
(d) how to get the sack back on the horse.
4. Oh, swift we go o'er the fleecy snow,  
While moonbeams sparkle round;  
When hoofs keep time to music's chime,  
As merrily on we bound.
- 2 (a) Draw a line under the word that tells the name of the animal spoken of in the stanza above:  
(a) wolf, (b) horse, (c) cow, (d) camel.
- 1 (b) Draw a line under the word that tells the season spoken of in the stanza above:  
(a) winter, (b) summer, (c) spring, (d) autumn.
- 1 (c) Draw a line under the word that tells the time of day spoken of in the stanza above:  
(a) morning, (b) afternoon, (c) night, (d) daybreak.

**III.—Reading to Predict the Outcome of Events**

Below each little story in the following, there are four sentences. Draw a line under the sentence that tells what is most likely to happen next.

- 4 1. One summer afternoon two very careless young men were walking down the steps of the City Library on the way to their automobile. One of the young men was eating a large banana. He threw the banana skin upon the steps. A watchful Boy Scout saw what had happened.
1. The boy ran after the men.
  2. The young man came back and picked up the banana skin.
  3. The boy slipped on the banana skin.
  4. The boy picked up the banana skin.
- 5 2. Jack was a pretty little black dog whom everyone liked. Mr. Green, a friend of Jack's master, wanted a dog very much; so Jack was given to him. It was a winter's day when Mr. Green took Jack away. He put Jack in a bag and laid it on some straw in the bottom of the sleigh at his feet. Then he wrapped a fur robe around himself and the bag. They drove for 25 miles with Jack covered up so that he could not see the road at all. When they reached Mr. Green's house, Mr. Green took Jack carefully out of the sleigh. When he opened the bag, Jack slipped out of his hands.
1. Jack chased the cat up a tree.
  2. Jack curled up in the snow to sleep.
  3. Jack ran back to his old master.
  - Jack crawled back into the bag.
- 4 3. A fox and a bear were out walking one day, when, as they passed a house, they smelled the dinner cooking. Said the fox, "I smell something good. Let us creep into the kitchen when no one is there and help ourselves to the food." The bear agreed, but while they were in the kitchen the cook came in.
1. The fox and the bear sat down at the table.
  2. The cook frightened the animals away.
  3. The bear and the fox began to fight.
  4. The house caught on fire.

**IV.—Reading to Note Detail**

1. The long, strong hind legs and the long ears tell the whole bunny story—ears to hear the approach of an enemy, and strong, hind legs which make it possible for him to jump eight feet or more and thus escape from his foes. The set of his ears tells how bunny is feeling. If they are sitting straight up, he is listening for danger. If both lie back, he is contented. If one is bent forward and the other back, it means, "Now, just where did that sound come from?"
- Draw a line under the word which gives the correct answer in each of the following:
- 1 (1) When a rabbit's ears lie back, he is (a) anxious; (h) sleepy; (c) contented; (d) hungry.
- 1 (2) A rabbit's hind legs are (a) short; (b) straight; (c) broad; (d) long.
- 2 (3) What tells bunny when an enemy is near? (a) legs; (b) ears; (c) whiskers; (d) mouth.
2. Two tiny wrens built a nest under the eaves of our low barn. Soon there were three baby wrens in the little nest. One day our big turkey gobbler, after strutting about among the doves and chickens, flew up to sun himself on the barn

roof. The little mother wren was at once afraid for her babies. She flew at the turkey gobbler who only ruffled his feather and said, "Gobble, gobble, gobble." Draw a line under the correct answer in each of the following:

- 1 (1) The nest was built by (a) turkeys, (b) wrens, (c) chickens, (d) doves.
- 1 (2) In the nest were (a) three worms, (b) a baby chick, (c) three baby wrens, (d) some eggs.
- 2 (3) The nest was built in (a) a tree, (b) among the leaves, (c) on the barn roof, (d) under the eaves.

3. Plant seeds are scattered in many ways. Birds help to carry them. Animals carry the seeds about in their fur and drop there here and there. Some seeds roll when they fall. Others are carried from their homes by water. The down of the thistle and dandelion seed makes fluffy little balloons. The wind takes these balloons on long journeys.

Draw a line under the correct answer in each of the following:

- 1 (1) Animals carry seeds in their (a) feet, (b) teeth, (c) claws, (d) fur.
- 1 (2) Birds help to carry (a) water, (b) earth, (c) animals, (d) seeds.
- 1 (3) Some seeds are carried by (a) thistles, (b) water, (c) books, (d) seeds.
- 1 (4) The balloons are taken on long journeys by (a) the birds, (b) the wind, (c) the dandelion, (d) seeds.

#### LANGUAGE—GRADE IV

- 15 1. (a) Write a letter, inviting your friend to spend a week of the summer holidays with you. Tell some of your plans for the holiday.
- 5 (b) Draw and address the envelope.
- 10 2. Place an apostrophe where necessary in the following sentences:
  - (a) At Peters whistle, the goats came jumping down the mountain.
  - (b) Maggies flushed cheeks began to pale.
  - (c) Johns grandfather came to visit him.
  - (d) The General bought the gypsyp pony.
  - (e) The rabbits quicks ears overheard them.
- 10 3. Make each of the following groups into **one** good sentence:
  - (a) The bird was grey. She was pretty. She laid some eggs. They were brown. There were four of them.
  - (b) The pail was old. It was made of wood. It fell into a well. The well was deep.
- 7 4. Use the following words correctly in sentences: there, their, they're, threw, through, piece, peace.
- 25 5. Write an interesting story of not more than six sentences about any **one** of the following:
  - (a) West Wind in the Kitchen.
  - (b) The Rainy Day.
  - (c) Hiawatha in the Forest.
  - (d) My Pet.
  - (e) The Birthday Present.

- 8 6. Find the words in heavy type in the dictionary and re-write the sentences using the meanings so found:  
 (a) All Newfoundland boys have **adventures**.  
 (b) The farmer had a fine **orchard**.  
 (c) The ship belonged to a **merchant**.  
 (d) The child is **healthy**.
- 12 7. In the following stanza find four **naming** words, four **action** words, and four **describing** words. Arrange the words in three separate lists.
- A fairy went a-marketing—  
 She bought a colored bird;  
 It sang the sweetest, shrillest song  
 That she had ever heard.  
 She sat beside its painted cage  
 And listened half the day,  
 And then she opened wide the door  
 And let it fly away.
- 4 8. Each of these words means one thing. Write the word which means more than one:
- 4 9. Give the word which means the opposite of each of the following words:  
 glad, early, rich, friend.

100

## ARITHMETIC—GRADE IV

Note on Marking.—Adhere strictly to the values assigned. For question 1 give no marks for any part unless it is absolutely correct. To secure uniformity in marking the remaining questions give 50% of the marks (using the nearest whole number in giving the mark) if only one error, and no marks if two or more are made.

- 4 1. (a) Write in words: 91,003,400; 15,337,084.
- 4 (b) Write in Figures: Four million sixteen thousand eighty; Fifty million seven hundred thousand two hundred four.
- 5 2. Subtract and Prove: 
$$\begin{array}{r} 57,204,056 \\ 39,872,608 \\ \hline \end{array} \qquad \begin{array}{r} 102,037,249 \\ 37,467,678 \\ \hline \end{array}$$
- 10 3.  $(\frac{2}{3} \text{ of } 24) - (\frac{5}{6} \text{ of } 12) + (\frac{7}{8} \text{ of } 64) - (\frac{3}{5} \text{ of } 40) =$
- 5 4. (a) Add: 9472, 583, 729, 56, 8492, 864, 96, 7508.
- 5 (b) Add: \$48.75, \$26.85, \$725.54, \$95, \$5.32, \$.53, \$647.87, \$12.58.
- 6 5. Multiply: 527480 by 907.
- 6 6. Divide: 499672 by 985.
- 10 7.  $497863 \div 57$  (Prove your answer).
- 5 8. How many 1 ounce packages can a seed dealer fill out of  $2\frac{1}{2}$  pounds of seed?
- 5 9. The Hudson's Bay Co. was founded in the year MDCLXX. How many years ago was that?
- 10 10. A man bought 7 gallons of ice cream at \$1.80 a gallon. He sold it all for 25c a pint. How much money did he gain?
- 10 11. I arrived in Edmonton at 1 p.m. after having been on the train  $3\frac{1}{2}$  hours. What time did I start? How many minutes was I on the train?

12. In each of the following problems would you Add — Subtract — Multiply or Divide in order to get the correct answer?  
Read each problem carefully. Do not solve it.
- 2 (a) Mary's father started an automobile trip of 589 miles. The first day he drove 234 miles. How much farther did he have to go?
- 2 (b) Bob mowed a neighbor's lawn. He was paid 20 cents an hour for 3 1/2 hours' work. How much money did he earn?
- 2 (c) A small motor boat goes 7 miles an hour. How many hours will it take this boat to go 35 miles?
- 4 (d) Philip bought 6 bars of soap at 8c a bar. What was his change from \$1.00?

100

### SPELLING—GRADE IV

- 85 1. Dictate the following words clearly and slowly. Give the word in a sentence, if necessary, in order to interpret it to the child. For each word correctly spelled give marks according to the values assigned for each group.
- 1.3 twenty, become, frost, melt.  
1.4 mean, wool, rise, bound, wolf.  
1.5 angry, evening, supper, garment, wonder.  
1.6 between, second, weakness, copper, leather.  
1.7 chose, grown, island, wrong.  
1.8 curl, frighten, dollar, nurse.  
1.85 breath, native, mistake, sunny.  
1.9 excuse, bowl, knives, labor.  
1.95 machine, pleasant, equal, tongue.  
2.0 false, angel, curtain, electric, collar.  
2.1 juice, couldn't, mineral, barrel, prune.
- 15 2. Read each of the following sentences twice only. There is to be no repetition. To the first reading, the pupils will simply listen; on the second reading, the pupils will write. In the final reading, break the sentences at the points marked. For each word in heavy type spelled correctly, give marks according to the values assigned.
- 1.3+1.4 (a) He **f**orgot to **f**inish his work  
1.5+1.6 (b) I **a**lways cut our **l**awn / in the summer.  
1.7+1.8 (c) He was **p**artly to blame / for the **t**rouble.  
1.85+1.9 (d) Can you **g**uess whose **t**runk / is coming from the **s**tation?

100

# ART

R. W. Hedley, M.A., B.Educ.      G. F. Manning, M.A.

## GRADE V

The work for this month is the making in accented pencil outline of careful drawings of groups of cylindrical, hemispherical and rectangular objects. For illustrations of this type of drawing the teacher is referred to "Elementary Art", Book 3, Plate X, of the Grade VI course.

### Plan of the Month's Work

The purpose of the work this month is to teach exactness in drawing and neatness in finishing the drawing. The desired effect must be obtained by means of a slight thickening of lines in certain parts, to express the depths caused by shadows. These graduated lines are not easy to draw, and considerable free practice will be necessary before a drawing can be finished well in line.

Part of the work this month should consist of drill exercises planned to give facility in lining-in a lightly-drawn sketch. The outline, whether straight or curved, should be finished in such a way that breaks are not apparent in the line. An ellipse is thus drawn in two curved lines, meeting at the ends. Holding the line from left to right and drawing firmly throughout is difficult. Practice in doing this is necessary and some drill work—as seat-work—will be required. To draw in accented outline, a thickening of the line must be made. This darker part should not be put in afterwards, as the resultant line will probably be "woolly" in texture. The line should be changed in character as it is drawn, by increasing and decreasing the pressure on the pencil. This adds to the difficulty of making a firm clean outline, and several practice periods should be given before a carefully drawn sketch is lined-in. Such exercises will make unnecessary the free use of an eraser, a practice very general amongst children. If a line may be erased and redrawn until it is satisfactory, there is no reason why the first drawing should be made with extreme care. But each incorrect line adds to the pupil's difficulties, as the paper soon becomes a maze of slightly depressed grooves, any one of which may catch the pencil point and lead it astray. Limiting the use of the eraser is recommended as a good preventative of careless and slovenly drawing. Give enough drill to develop a feeling of confidence and then demand performance.

### Backgrounds in Drawings

Drawings finished in accented outline may be enhanced in appearance by the addition of a background behind the

objects represented. Vertical lines, placed close together, if not too mechanically drawn, throw the outline sketch into relief, and add materially to the appearance and finish of the drawing. When such a background is used the tops of the vertical lines should not make a horizontal straight line across the page, but should be pleasingly varied. By means of such lines the shadows thrown by the objects may also be suggested, both on the vertical surface behind the objects, and on the horizontal surface upon which they rest. Let the pupils experiment freely with various arrangements of lines to form backgrounds of this type. Show lines running diagonally across the background give pleasing effects, but these require more skill in execution than do the vertical and horizontal lines.

Examples of all these types of drawings may be freely found in the advertising columns of good magazines. "The National Geographic" usually has numerous examples of pen drawing among its advertising material. These may be cut out as copies for practice, the pencil being substituted for the pen. Such work as this, if carefully directed, will provide useful and interesting seat-work exercises.

### **Group Drawings**

In the work of this month some attention should be given to the arrangement of the group of objects. The teacher generally places the objects before the class and asks to have them drawn. It might be well to allow pupils to arrange the objects in a pleasing group. Where classes are very small, as in many rural schools, this presents little difficulty from the standpoint of organization. With larger classes the teacher could place the objects as directed by the class and discussion might be encouraged.

The proper placing of the group upon the sheet of drawing paper would next be considered. This is a phase of the work which is too often neglected. The use of a "view-meter"—a piece of cardboard out of which a number of rectangular areas have been cut, and through any of which opening the group may be viewed—would help in making good arrangements. In the finished drawing the sides of the rectangular opening would be represented by marginal lines around the group.

### **Memory Drawing**

Finally some practice could be given in drawing from memory. After the group has been set up and attention has been called to it in detail, the group is hidden from observation and reproduced by the pupils from memory. When drawings are complete the group is again placed before the class and comparisons are made. Such work as this provides a change from the usual type of drawing lesson and will be welcomed by the pupils.

# GEOGRAPHY

J. M. Roxburgh, M.A.

## GRADE VI

### THE CONTINENT OF AFRICA

**Size.**—Africa is somewhat larger than North America. Its extreme width is about 4,500 miles, and length, 4,750.

**Population.**—There are about 134 million people in Africa. Comparing this with Europe we find it to be much less densely populated, and also much less so than North America. The reasons for this should be considered at this point.

**Position of Africa.**—It is crossed by the Equator at about the middle of the continent, and much of the continent lies therefore in the Torrid Zone.

It is separated from Europe on the north by the Strait of Gibraltar and the Mediterranean Sea. From Asia it is separated by the Suez Isthmus, the Red Sea, and the Strait of Bab-el-Mandeb. On the west is the Atlantic and on the east the Indian Ocean.

**Why Africa has remained the "Dark Continent".**—Of late years Africa has been rapidly opened up to trade and settlement. The reasons why this has been so long delayed are: (1) The impassable barrier of the Sahara on the North. (2) The Nile River which might have been a route to follow into the interior, is blocked by cataracts on its course. (3) The Mohammedan Arabs were hostile to Europeans. (4) The unhealthy climate of Central Africa, the lack of good harbors, the lack of navigable rivers, and inlets of the sea to reach the interior were other obstacles.

**Why the north and south of the continent were first occupied.**—Egypt and Carthage on the Mediterranean coast were important empires more than two thousand years ago. Dutch settlers went to Cape of Good Hope on the south in the seventeenth and eighteenth centuries, and English settlers more recently. The vast central portion of the continent has been occupied only by uncivilized negro tribes. White men have avoided this region because of the hot, unhealthy climate near the equator, and the desert areas to the north and south of this. A rim of mountains along the coast prevented traders and travellers from going far inland. At the Cape the climate is cool and healthful, and settlement of Europeans was a natural result.

**Difficulties in Exploring the Coast.**—Note the direction of the winds along the coast from Portugal southward.

When the Portuguese tried to follow the coast in their sailing vessels the winds carried them away to the west out to sea (a correction in the text is needed here, page 209.) Then the doldrums at the Equator would leave their ships becalmed for days. The S.E. Trades, south of the Equator, blew in a direction opposite to their course, and forbade their sailing farther south.

**Colonization of Africa.**—Most of the continent is under the control of European nations. Only Liberia, Egypt, and Abyssinia are independent.

France owns Algeria, Tunis, French West Africa, Morocco, French Equatorial Africa, and Madagascar.

England owns the Soudan, Nigeria, Gold Coast, Sierra Leone, Bathurst, Union of S. Africa, Rhodesia, Br. East Africa, Uganda, Somaliland.

The Portuguese own Angola and Mozambique.

The Italians own Italian Somaliland, Eritrea, and Libya.

The Belgians own the Congo region, and Spain Rio de Oro.

The names of these should be printed in on outline maps given to the pupils.

### South Africa

#### Agricultural Products:

(a) **The Cape Region.**—This has a climate similar to that of Spain or Italy. The rains come in winter when the westerly winds touch the southern tip of the continent. Products are vegetables, oranges, grapes, peaches, apricots, plums. (Get a copy of the "Cape Argus," the leading newspaper of Cape Town, to see how their market produce compares with ours.)

(b) **The East Coast.**—Here the Trade Winds bring moisture, and as the climate is hot, the growth is luxuriant. The products are cotton, corn, sugar cane, oranges, tobacco, tea. The latter has been introduced by the immigrants from India.

(c) **The Interior Veldt Region.**—This has a dry climate and is devoted to pasturing sheep and Angora goats. The field crop is chiefly Indian corn.

**Mining in South Africa.**—At Kimberley are the famous diamond mines. These are exceeded in importance by those in the neighborhood of Pretoria. (See National Geographic, April, 1931). Gold is mined in the neighborhood of Johannesburg. Here is produced over half the annual output of the gold of the world. Rich copper mines have been opened in Northern Rhodesia. Asbestos from Rhodesia is of the best quality found anywhere.

**Manufacturing.**—There is little of this done in the col-

only, but the following advantages are offered for industry: (1) An immense native population as a source of cheap labor; (2) Extensive coal deposits for fuel, electric power, and for railroads and steamboats; (3) important raw products, such as wool, cotton, sugar cane, wattle for tanning, hides, gold, copper, iron, asbestos; (4) Fruits of all kinds can be grown for preserving and canning.

**Important Cities.**—Cape Town on Table Bay is capital of Union of South Africa (administrative), is a port of call on the route to India and Australia, is a railway terminus, and is a delightful place to live owing to its mild climate and the variety of vegetation. Port Elizabeth is the terminus of a railroad and is a market for ostrich feathers. Durban on the coast of Natal has railway connections and some industries. Johannesburg in the Transvaal is the centre of the gold mining district of the Rand. Kimberley on the Vaal River has important diamond mines.

**Exercises:**

1. Sketch a map of South Africa like that on page 219. Print in the names of the states: Cape Colony, Natal, Orange Free State, and Transvaal. Mark in the course of the Orange and Vaal Rivers. Locate the towns and cities named above.
2. Describe the diamond mining at Kimberley. (Page 214)
3. Describe the mining of gold at Johannesburg. (215)
4. The growing of the wattle tree, introduced into Natal from Australia, the bark of which is used for tanning leather, is well described in the May number of "The Country Guide," published in Winnipeg. Perhaps some pupil will provide a copy, the clipping from which may be added to the collection in a geography scrap book.

**Tropical Africa**

**Savanna Regions.**—These are on the borders separating the wooded areas from the desert. In Africa these are peopled by uncivilized tribes of negroes. The grass regions cover Northern Nigeria, the Soudan, and French Equatorial Africa, which lie on the northern border of the great tropical forest of the Congo basin; and Rhodesia and British East Africa on the south.

**Prospects of the African Grass-lands or Savannas.**—The soil is rich and may be easily brought into cultivation. Cattle are easily raised, and such crops as corn, sugar, cane, rice, wheat, cotton, tobacco, could be raised. The population is, however, lazy and lacking in enterprise, and the climate is not suitable for white settlement.

**The Tropical Forests.**—These cover the Belgian Congo, the Gold Coast, the Ivory Coast, and parts of Ngeria, French Equatorial Africa, British East Africa, and the Sou-

dan. The forests are due to the heavy rains falling in the region for ten degrees each side of the equator. The rains are due to the rising of moist air caused by the excessive heat of the sun. This moist air cools as it rises and brings almost daily rain in certain seasons. A similar area extends around the earth and is known as the "Doldrums," a region of calm weather and torrential rains, at regular times when the sun is directly overhead.

**Possibilities of Tropical Africa.**—At present the only people occupying the country are the Pigmies or Dwarfs, and certain negro savages. The forests produce some rubber obtained from the juice of a climbing plant. Negro slaves have been used by the white races in this region for carrying goods, since transportation by horse or water or rail has not been possible. Tropical woods, rubber, sugar cane, tropical fruits, could be far more widely cultivated, or brought into production.

**Trading Centres of Tropical Africa.**—Port Harcourt is one of the mouths of the Niger River in Nigeria. Lagos is located at another mouth of the Niger, and is the terminus of a railroad reaching to Kano in the interior. Bathurst is in West Africa in the Gambia Settlement. All these export palm oil and import cotton goods for native use. Khartoum is at the junction of the Blue Nile (from Abyssinia), and the White Nile (from Victoria Lake). It is the chief city of the Anglo-Egyptian Soudan. Port Soudan and Suakin are within a few miles of each other on the Red Sea coast of Soudan. Both cities are connected by railway with Khartoum.

**Questions:**

1. Locate the regions of tropical forests in Africa. Account for the occurrence of the forests and swamps in this region. Trace the places of similar climate around the globe, naming the countries. What plant products can be grown in tropical Africa? Why is it sparsely inhabited?
2. Why were slaves employed here in the past more than in any other part of the world?
3. How are these products obtained: Palm oil, rubber, ivory? (page 233).
4. Name three rivers used for navigation in this region.
5. Locate and tell importance of Kano, Port Harcourt, Port Bathurst, Timbuctoo, Khartoum, Suakin, Port Soudan, Lagos.

**Northern Africa**

**Countries.**—In this group we will include Morocco, Algeria, Libya, Egypt, and the Sahara region.

**Causes of the Great Desert.**—As the pupils know, rain-

fall is caused by chilling of moisture-carrying winds, such as those that come from moist land areas, or off lakes and the sea. But what will happen if the moisture-carrying winds are moving towards a warmer region? Plainly there will be no rain, and if the air itself is in the first place deficient in moisture, the result will be almost complete absence of rainfall. The trade winds in the Sahara region are thus drying winds instead of moisture-giving winds. Show their direction south-westward towards the Equator on a map.

**People of Northern Africa.**—Most of the people are of the Arab race and are Mohammedan in religion. They live by pasturing horses, sheep, and goats. Settlement away from the rivers and sea coast is sparse.

**Cities.**—Cairo is on the Nile and is capital of Egypt. Alexandria is at the mouth of the Nile and is the seaport of Egypt. Tripoli is the chief city of the Italian colony of Libya.

**Questions and Exercises:**

1. On an outline map of Africa on which the boundaries are shown, mark in the names of all the states. Mark the cities of North Africa above named and also the others previously studied as a review.
2. How the people of Africa live: Write brief descriptions using the text and other sources for reference, on the following topics:
  - (a) Crossing the desert. Tell what you see in the pictures, pages 208, 225 and 228.
  - (b) Life among the natives of Tropical Africa. Pictures, pages 210, 212 and 224.
3. On a map of Africa print in the names of four large rivers, two islands or groups, four lakes, two deserts, the boundary waters.
4. Which river is used for irrigation? How is flooding managed? (Page 227).

# LITERATURE

C. S. Edwards, B.A.

## GRADE VIII

### HART-LEAP WELL

**The Author.**—William Wordsworth is regarded as one of the greatest English poets. He lived during the earlier part of the nineteenth century. His poetry is simple and deals with the common things in nature and in human life, in which he taught the world to see that there was much to stir the soul with joy or beauty or pathos. In the poem we have here under consideration there is a lesson in kindness to animals which shows that the poet was not lacking in courage, since in it he attacks one of the favorite forms of sport of England's aristocracy, the hunting of the deer.

**Method of Study.**—As this is a simple narrative in poetic form the pupils should read the poem through, with two or three "problem questions" before them to give incentive to careful reading. These might be assigned as part of the home study or as seat work, and the following are suggested as suitable:

1. What do each of the two parts of the story tell about?
2. Describe the pleasure-house erected by the knight at the well. Was it appropriate? Give reasons for your answer.
3. How had it decayed when Wordsworth saw it?
4. Show in **five** ways how Nature showed sympathy with the murdered Hart.

Following this exercise the poem should be discussed stanza by stanza. The last stanza should be memorized, and some pupils will be able easily to learn to quote other favorite stanzas of the poem, among them the first of Part II and the last five.

**Notes on the Poem.**—The poem may be divided conveniently into six parts according to the stages in the story. They are as follows:

- I. The chase (Stanzas 1-8).
- II. The hunter's plan to commemorate the event. (Stanzas 9-19).
- III. How the plan was carried out. (Stanzas 20-25).
- IV. The pleasure-house as the poet saw it in later years. (Stanzas 1-6, Part II).
- V. The Shepherd's account of it. (Stanzas 7-16).
- VI. The poet's own comment. (Stanzas 17-21).

The pupils should be encouraged to indicate the larger divisions of the poem, much as they are indicated above, and to express in their own way the main thought of each.

**Notes and Summary** (Stanzas 1-8).

The scene is laid in England, and we will suppose in the northern part, for we have mention made of moors which are a feature of the north country, and Hawes (line 101) is in Yorkshire. The poem has no formal introduction, and we are left to surmise that a hunting party have been following a stag, that Sir Walter has out-distanced all his companions, and that several horses have been played out by him, as well as most of the pack of hounds, yet the knight will not give up the chase.

**Questions:**

1. Why is it suitable to start the story as the writer does, without any explanation of where or when this took place?
2. What pride would the Knight feel in his hunting? What three cruel circumstances should he have felt?
3. Answer the question in stanza seven.
4. What words show that the writer has sympathy with the dogs and the grey horse?
5. Write out the main thought of stanza 6.

**Notes and Summary** (Stanzas 9-19).

It is clear that Wordsworth feels keenly the cruelty of the sport in which the Knight is engaged. He pictures the exhausted state of the grey steed, and the death of the deer, while contrasted with this we have the unfeeling delight of the hunter in his success. In a spirit of boastfulness he plans to commemorate the day's work by building a summer house at the spring where he found his quarry lying dead. It was to be named Hart-Leap Well. This was to remind those who visited the place of the fact that the deer had leaped four roods (or rods) straight downwards towards the well, touching only at three points in the descent. Swale and Ure mentioned in stanza 19 are small rivers in Yorkshire in northern England.

**Questions:**

1. Tell how exhausted the horse was after the chase.
2. How was the stag found, and what wonderful leap had it made?
3. What two words in line 48 are used to show the poet's scorn for the knight's feelings of pleasure?
4. What was the plan the hunter had in mind to commemorate the event? What seems altogether unsuitable in this plan?
5. Explain in your own words stanza 19.

6. What purpose did the knight have in planning the pleasure house?

**Notes and Summary** (Stanzas 20-25).

The knight left the hart by the spring, an evidence of the uselessness of the sacrifice of its life, while he went home to arrange to have his project carried out. Within three months he had erected pillars where the deer had touched the hillside in its descent, and a pleasure house near by for summer sports. All of this happened long ago. The knight died, but we have still to see what the revenge of time and nature has been.

"Sylvan" means in the woods. "Wondering" would signify that she thought it unusual.

**Questions:**

1. How long did it take to build the memorial?
2. Why do we say "wondering"? (line 89).
3. Describe the memorial that was built.

**Notes and Summary—Part II.**

The poet plainly tells us that he is not able to do as other writers do, namely, tell a thrilling story to stir the feelings strongly. He tells of a trip he made from Richmond, near London, to the Yorkshire moors, when he saw the remains of the memorial built by the knight. This was centuries after the events described in Part I. Things were in a sad state of disrepair. On enquiry from a shepherd he was told of the traditions of the countryside regarding the bower and the stones planted there. No animal would drink of the water from the fountain, and many believed it was due to some murder done at the place, but the opinion of the old shepherd was that it was nature's sorrow for the unhappy hart. No doubt, he said, the animal had called this place its home, and the fountain had been the first place where it had drunk. The poet feels deeply that the old shepherd spoke truly, and that nature will in the course of time defend her unoffending creatures and revenge herself on those who treat them cruelly.

**Questions:**

1. What does the poet tell us about his art in lines 97-100?
2. Try to put together the details of the picture in stanzas 2-5 in Part II. The square probably was a dancing or bowling green. The aspens or poplars were probably not the original trees the knight planted, but grew wild.
3. What facts seem to show that the spot is curst? (Name four.)
4. What sympathetic story does the shepherd tell relating to the hart? What does he say will become of the place?

5. What is beautiful in the resemblance in the feelings of the poet and the shepherd?
6. Give the creed or belief of the poet in relation to the care of Nature for her unoffending creatures.
6. What does the writer prophesy will become of the monuments?
7. What is the lesson he would have us learn? Memorize this stanza.

### GRADATIM

This is a poem with a religious theme, the title meaning "step by step." The "ladder" (line 2) is a reference to that which Jacob saw in his dream, as related in the Bible in the Book of Genesis. A "round" of a ladder is a rung or step. The first stanza means that we do not arrive at goodness suddenly, but it is process of slow advancement. In the second stanza he states his belief that the best upward step we can make is to do a noble deed. In the third stanza he names other helps in our upward career, such as mastery of good, passions controlled, pride curbed. Often we find that we have started upward at the beginning of the day, but we have fallen down before night. (Stanza 4).

In spite of all our efforts the things of the world (heavy clay) keep us down. (St. V). Stanza 6 seems to mean that to hope, to aspire, to resolve and to pray, are not enough. We must do noble deeds. "Sapphire walls" (St. 7) is a poetical expression for Heaven. "The pillow of stone" has reference to the fact that when Jacob made his bed on the ground he placed a stone under his head.

#### Questions and Exercises:

1. The class should select certain stanzas of the poem for memorization. Some will be glad, perhaps, to memorize it all. The first four stanzas or the equivalent should be a minimum requirement.
2. Of what is the ladder built which is mentioned in the poem? How does he say angels rise and how man?
3. Tell the Bible story that is referred to in the lesson.

### THE PERIPATETIC

This title is a word from the Greek, meaning one who walks on foot. A school of philosophers in ancient Greece were given this name because they walked about as they taught.

The selection may be called verse, but is hardly poetry. The theme is the pleasures of walking as compared with more leisurely modes of travel. In England and elsewhere there are clubs of pedestrians who have combined for purposes of maintaining their rights and to encourage walking as a means of health and self-improvement.

The writer is English and a native of London. Headington is a town in Somerset in south-west England. The Cotswold and Chiltern are low hills running east and west in southern England. The stanza topics are clearly indicated: (1) A call to all pedestrians; (2, 3, 4) Troubles of cyclists, riders, motorists; (5) Things the walker may enjoy.

**Questions and Exercises:**

1. Explain peripatetics, pedestrians, Shanks His Mare, equestrian, emulating.
2. What does he tell us his subject is? (Stanza 1).
3. What are the troubles of: (a) the cyclist; (b) the equestrian; (c) the motorist?
4. What faulty English is there in lines 16 and 22?
5. What does the poem aim to teach us? Discuss whether you agree with his arguments.

**LAMB'S TALES FROM SHAKESPEARE—OTHELLO**

This is probably the least attractive of the stories from Shakespeare for children's reading. The scene is laid in Venice, a city on the Northern Adriatic in Northern Italy. Why Shakespeare, who had never been in Italy, chooses the scene of so many of his plays in Italy is a question on which we have little information. One can only say that it was customary for writers at this time to do so. Marlowe, Ben Jonson, Sydney, are examples. It was the result of the Renaissance influence which came to England from Italy.

**A Summary of the Story:**

Othello was a negro or Moor, a noted soldier, and highly respected in Venice. He married Desdemona, the daughter of a rich senator, but the match was objected to by the bride's father. Jealousy was roused in the heart of Othello by the treachery of Iago, who contrived to throw suspicion on a friend of Othello's by the name of Cassio, as being too intimate with Desdemona. Finally the jealous spirit of Othello, urged on by the treacherous insinuations of Iago, led him to do the insane act of smothering his wife. Too late he found out she was innocent. His remorse caused him to commit suicide by stabbing himself. Iago was now tried for conspiracy and executed.

**Topics to be Specially Studied:**

1. Who Othello and Desdemona were. (Page 256, Nelson's Classics).
2. Desdemona's love for Othello. (Page 257). Their marriage.
3. The battle with the Turks. Its effects on Othello's fortunes. (258).

4. Cassio. (260).
5. The schemes of Iago to create jealousy between the two friends. (260).
6. Desdemona's pleading for Cassio's reinstatement and the suspicion aroused in Othello's mind on that account by Iago. (262-267).
7. The tragedy. (262).

## QUESTIONS

1. Who was Desdemona? What strange affection had she shown? How did her father regard this? How was the father persuaded at length to agree to her marriage? What did he say that showed he disliked her husband still? (259).
2. What great service did Othello do for Venice? (258-259).
3. Describe the character of Cassio. (260).
4. What two reasons was there for Iago's scheming against Othello and Cassio? (260).
5. What duty was assigned to Cassio by Othello? What fault did he commit? How did he behave when under the influence of drink? What did Othello do to maintain discipline? How was Othello under obligations to Cassio for past friendship?
6. Describe the cunning of Iago as he wrought on the jealous feelings of Othello. (262-264).
7. Briefly relate the events that closed the tragedy.
8. Show how this is a story of the evils of jealousy, first, in relation to Iago's plotting, and second, in relation to Othello's crime and suicide.

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